DOCUMENT RESUME

ED 217 955 JC 820 334

AUTHOR Holleman, John J.
TITLE An Analysis of the Student Population Enrolled in Alternative Delivery System Courses.
PUB DATE 15 Oct 81
NOTE 43p.; Ed.D. Practicum, Nova University.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Delivery Systems; Educational Radio; Enrollment Trends; Independent Study; Newspapers; Noncampus Colleges; *Nontraditional Education; *Nontraditional Students; *Program Effectiveness; Program Evaluation; *Student Characteristics; Student Educational Objectives; Student Recruitment; Telecourses; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Vista College CA

ABSTRACT

Vista College, a non-campus college which offers classes in a number of community locations, has developed several strategies to meet the needs of student groups not previously served fully by the Peralta Community College District, including worker-students, older adults, the handicapped, and women. A survey was conducted in 1981 to obtain information on the effectiveness of alternative delivery courses (i.e., courses by television, radio, newspaper, and other forms of independent study) in enrolling the new student groups. Survey responses from 154 of the 729 students enrolled in alternative delivery courses in fall 1981 were compared with data about the general student population and with findings from a 1979 student survey. These comparisons revealed: (1) the average age of students enrolled in alternative delivery courses (36.2 years) was eight years less than the college average; (2) the percentage of Caucasian students was slightly higher than in the college population as a whole; (3) the proportion of females to males (2 to 1) reflected the same proportions as the general student body; and (4) 27.2% of the alternative delivery students were attending college to earn a degree, 24.5% for professional or job improvement, and 39.1% for general interest. Based on the study, the expansion of recruitment in alternative delivery courses was recommended, especially among groups that had not previously been served. The survey instrument is appended. (Author/HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2179555

AN ANALYSIS OF THE STUDENT POPULATION ENROLLED IN ALTERNATIVE DELIVERY SYSTEM COURSES

SOCIETAL FACTORS

by

JOHN J. HOLLEMAN, M.A.

VISTA COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
John J. Holleman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOVA UNIVERSITY

OCTOBER 15, 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 820 334

ABSTRACT

Vista College has developed new strategies to meet the needs of new student groups that have not been previously served by the Peralta Community College District. One of the new strategies was offering courses by television, radio, newspaper and other forms of independent study. The purpose of these alternative strategies was to encourage the worker-students, older adults, handicapped and women to engage in higher educational opportunities

A questionnaire was developed to obtain information as to the effectiveness of the alternative delivery system courses in enrolling the new student groups. The questionnaire was pre-tested during the summer session of 1981. In the Fall of 1981 the questionnaire was administered to 182 students who were enrolling in alternative delivery system courses. Additional personal data was obtained from the students registration forms.

The data from the questionnaires and registration forms were compiled and presented in a series of tables. The data shows that those students enrolling in alternative delivery system courses (1) are younger than the average Vista College student, (2) reflect approximately the same distribution of males to females, and (3) have a slightly higher percentage of caucasian students than does the college student body as a whole.

The reasons cited by the students for enrolling in an alternative delivery system courses was distributed between earning college credit, professional improvement and general interest with more students indicating general interest than any other category. When a comparison was made between the student's occupation and the reason for taking the course it was observed that the professional and clerical categories had the greatest number of individuals taking courses for occupational improvement.

Recommendations are made to improve and expand the recruitment efforts by the Media College staff. These efforts are specifically focused on increasing the participation of worker-students, older adults, women and handicapped in the alternative delivery system courses.

TABLE OF CONTENTS

	Page
Abstract	i
List of Tables	iv
Introduction	1
Background and Significance	4
Procedures	10
Results	13
Discussion, Implications and Recommendations	24
Bibliography	29
Appendices	
A. Vista College Media College Questionnaire (Original Survey)	30
B. Vista College Media College Questionnaire (Revised Survey)	33

LIST OF TABLES

		Page
Table 1	Demographic Data of Students.....	14
Table 2	Occupational Categories.....	17
Table 3	Reason for Taking a Media Course.....	19
Table 4	Reason for Enrolling in Media Course by Occupation.....	20
Table 5	How Students Learned of Media Course.....	22
Table 6	Relationship of Occupation to How The Student Learned of the Media Course.....	23

INTRODUCTION

The mission statement of Vista College contains the following statement:

> Vista College is a noncampus community college with a unique mission. (1) To provide service to adults of all ages and backgrounds who are interested in a variety of lifelong learning options through the use of alternative instructional strategies.[1]

The California legislature has stated that the "...responsibility of public community colleges is strongly community-oriented and comprehensive, including the functions of general, transfer, occupational, developmental and community education."[2] The community colleges as public tuition free institutions of higher education provide educational services to meet the needs of their communities. The Legislature included in the 1981-1982 funding legislation the statement that the public community colleges were to carry out their responsibility for postsecondary lifelong education of adults.

Vista College is a unique community college in that it does not have a campus. The college offers classes in more than 260 community locations and in three centers operated by the college. Vista College, one of the four urban Peralta Colleges, is attempting to locate potentially new student groups that have not been previously served by the Peralta Community College District. One new student group that has not been previously served are those individuals that are employed

---

[1]John Holleman and Benjamin Yerger, Application for Accreditation and Self-study Report (Berkeley, California: Vista College, 1981), p. 8.

[2]California Assembly, Assembly Bill 1626, Education Code, Part 50, Chapter 4.5 Art. 1 Section 84600, June 1981, p. 3.

in full-time occupations. This worker-student group is by no means a homogeneous group with the same educational needs. This group and their needs occur in a variety of combinations; thus, no one instructional strategy may be effective in meeting the needs.

One of the strategies that has been developed by Vista College to meet the needs of the new worker-student group is an alternative delivery program. This program involves offering courses via television, both cablecast and open broadcast, radio, newspaper and independent study. This alternative delivery system approach frees the student from barriers to their learning. These barriers are time and place. The student can take a course at a time and in a place that is convenient to him instead of going to a specific location at a specific time and spending a set number of hours.

A great deal has been written about the new students and serving new populations. Walsh concludes in New Directions for Community College that "Community college educators are becoming increasingly aware that there is a general deficiency in the responsiveness of their institutions to the needs of older adults, handicapped adults and women."[3] To this group should be added the adult worker.

A study was undertaken to determine the extent to which Vista College's alternative delivery systems program was attracting the new worker-student group. A questionnaire was developed to obtain information from students enrolled in alternative delivery system courses in the Fall 1981 semester. The information from the questionnaire was

---

[3]Patricia Ann Walsh, "Directions for the Future" in New Directions for Community Colleges, Serving New Populations. (San Francisco: Jossey Bass, Inc., 1971) No. 27, p. 87.

compared with profile of students who are not enrolled in alternative delivery system courses and with the results of a Vista College student survey completed in the fall of 1979.

BACKGROUND AND SIGNIFICANCE

In a report prepared for the Board of Governors of the California Community Colleges by Petersen and Berg they conclude that "Community Colleges, with their diverse student populations, should attempt to provide many different avenues of learning."[4] They reported on the different modes that courses and programs are offered; mediated study, directed study, television, radio and newspaper. Recognizing that many students, including those employed, the elderly, the disabled, homemakers and those who live at some distance from the college campus, are in many instances unable to attend regularly scheduled classes. Petersen and Berg recommend that colleges expand their independent study offerings.[5] This expansion would provide a greater educational opportunity for students who traditionally have not had the chance to engage in higher education.

Dorothy Knoell reported in a study on enrollment in California Community Colleges that the colleges needed to recognize the characteristics of their students.[6] She described the changing composition of the student population citing that part-time students have now increased in number to where they comprise more than two-thirds of the total enrollment. These students have short-term needs with limited objectives. Pratt reports that in the 1960's and early into the

---

[4]Allan L. Petersen and Ernest H. Berg, Report to the Legislature on the Educational and Fiscal Effects of Independent Study. (Sacramento CA.: Board of Governors California Community Colleges, 1981), p. 17.

[5]Ibid, p. 17.

[6]Dorothy M. Knoell, "Changing Enrollment Patterns - Changing Functions," The College Board Review, Spring 1976, p. 24.

seventies "...the dominant enrollment pattern indicated that about two-thirds of students...carried half to full-time credit loads. Now ...up to two-thirds of the students are ...taking one or two courses."[7]

Non-traditional students and non-traditional programs have received a great deal of attention in recent years. Cross states that "Non-traditional Students are older, part-time learners who, at present, are usually educationally independent, well motivated, and above averge in academic ability."[8] The number of adults that are involved in non-traditional post-secondary educational courses or programs is increasing each year. Hodgkinson has estimated that there are between 42 and 45 million adults actively taking courses in non-educationally sponsored programs.[9] This estimate is supported by Maxwell who states that there are "...more than 30 million continuing education enrollments annually ...."[10]

Population projections indicate that older adults potentially represent the newest market for higher education. It is stated that by the year 2000 one of every eight people in the United States will

---

[7]Chet Pratt, Continuing Education Mergers: The Results of a Community College Reorganization Survey, Management Report of the Association of California Community College Administrators, No. 3. (Cupertino: De Anza College, 1980), p. 1.

[8]K. Patricia Cross, "Two Scenarios for Higher Education's Future", Bulletin of the American Association for Higher Education, 33: September 1980, p. 1.

[9]Opinion expressed by H. L. Hodgkinson, National Training Labs Institute, in an address ("What Community Colleges and Busineses Can Gain from Each Other") at League for Innovation in the Community College Conference at Phoenix, Arizona, June 1980.

[10]John J. Maxwell, "Who Will Provide Continuing Education for Professionals?", Bulletin of the American Association for Higher Education, 33: December 1980, p. 6.

be sixty-five years of age or older.[11] Walter Mondale as a member of the senate committee on Labor and Public Welfare, warned higher education in America that it was facing a challenge of a nation that was growing older. A declining birth rate coupled with increasing life expectancy means that there will be more adult Americans than ever before. Higher education will have to respond to a growing number of part-time learners.[12]

In 1978 the American Association of Community and Junior Colleges (AACJC) conducted a survey of 1088 community and junior colleges in the United States.[13] This survey formed the basis of a program that was designed to foster cooperation between community colleges and the public broadcasters. The survey showed that 65 percent of the responding community colleges used television for instruction, both for on-campus and off-campus courses. A national assembly was convened in 1979 by the AACJC to discuss the implications and set the direction for cooperation between community colleges and public broadcasting stations to serve adult learners. One of the many recommendations that the assembly made stated that to serve adult learners "...greater attention be given to identifying and describing the prospective learners to be served...."[14] Though the AACJC recognizes television as offering an educational option for adults they do not acknowledge the special interests of the working adult

---

[11]Patricia Ann Walsh, op. cit. p. 87.

[12]Walter F. Mondale, "The Next Step: Lifelong Learning." Change, October 1977, p. 42.

[13]Marilyn Kressel, ed., Adult Learning and Public Broadcasting. (Washington, D.C.: American Association of Community and Junior Colleges, 1980), p. 1.

[14]Ibid., p. 55.

part-time student.

K. Patricia Cross[15] foresees the time when a college education is less likely to be associated with a particular college campus but rather the student will be part-time and attend multiple institutions. This situation will develop as the student balances the competition of families and jobs with education. Morris stated that non-traditional programs developed as a result to a "...response to the educational needs of those students who, for whatever reason, will not or can not participate as normal on-campus students."[16] The number of adult learners who are taking courses offered by employers and professional associations is increasing each year. To reach these students Morris proposes that television be the educational delivery system.

Vista College offers programs and services to meet the educational needs of adults who are in a state of transition--young, middle-aged and older adults who are attempting to negotiate personal and occupational charges. In this large adult group are included women and the handicapped. Many adults may be beginning careers, redirecting careers in mid-life or preparing for changes in personal roles. Their educational needs may include personal assessment, training, retraining, enrichment activities and lifelong learning for a variety of reasons.

Vista College has developed an alternative delivery system program to specifically respond to the unique needs of its student

---

[15]K. Patricia Cross, op. cit., p. 14.

[16]Albert J. Morris. "An Overview of the Extended University," The Journal, 2:1, October, 1975.

population. The alternative delivery system program has expanded from 11 courses in the Spring of 1978 to 25 courses in the Spring of 1981. In 1978, there were eight courses offered by television, one by newspaper and two by independent study. Fifteen courses were offered in 1981 by television, five by newspaper, three by audio-cassette and two by mixed-media, i.e., slides and audio cassette. The student enrollment in the courses offered has increased consistently over the past three years. The college staff is encouraged citing the enrollment increases as evidence that the college through its alternative delivery system program is reaching the new student populations that are cited in the college's mission statement. Though the enrollments have increased in the program it is not known if the program is reaching that population of potential students, the full-time employed individual.

The worker-student population of individuals aged 35 and over increased 11.5% between 1969 and 1975 while at the same time there occurred a 55.2% increase in the number of individuals participating in educational programs.[17] A major reason for growth in the number of individuals taking adult education is the continual expansion in new knowledge and techniques, and requirements for continuing education by various professional groups and state and federal agencies. Luxon concludes that "...multi-media programs using television as the primary means of visual communication are now preferred over live lectures..."[18] Four reasons are given for the

---

[17] N. N. Luxon, "American Educational TV Network: Market Analysis" Irvine, CA 1980.

[18] Ibid.

preference of professionals for TV over live lectures. First is that only the best instructions and programs are presented. Second is that there is a convenience to the program in that travel to distant locations is eliminated. Minimal interruption of the work schedule was a third reason for the preference of TV for continuing education. The fourth reason given was that a large number of people could be served over a great geographic area.

PROCEDURES

One hundred eighty-two students who were enrolling in alternative delivery system courses offered in the Fall of 1981 were surveyed. The questionnaire was given to the students at two orientation sessions that were conducted by the staff of "Media College" and the faculty of the various courses. Information as to the occupation of the students, reason for taking the course and the best time and day for viewing or listening to mediated alternative delivery courses was obtained from a questionnaire. The age, sex, ethnic origin and educational background of the students was obtained from the college registration forms that were completed by the students at the time they enrolled in the alternative delivery course. The development of the questionnaire followed the logic of survey sampling and design elements described by Babbie.[19] These elements included pre-testing the questionnaire and evaluating the results of the pre-test as a means to establishing the reliability and validity of the instrument. The questionnaire was pre-tested during the summer session of 1981. The questionnaire was mailed to 75 students who were enrolled in two alternative delivery system courses. Twenty-one responses were received. A review of the returned questionnaires indicated that the questions were understood and that the elicited responses would provide the information for completion of the study.

It had been proposed that the validated questionnaire would be mailed to every student enrolled in an alternative delivery system

---

[19] Earl R. Babbie, Survey Research Methods (Belmont, California: Wadsworth, 1973), p. 76.

offered in Fall of 1981. A decision was made not to follow the original proposal because of the time delay in completing the study that would result when the questionnaire was administered at the end of the semester in January 1982. The time delay would mean that any recommendations to be made as a result of the study would not be implemented until the Fall Semester 1982. It was decided that by administering the questionnaire to enrolled students at the orientation sessions for alternative delivery system courses the study could be completed prior to planning for the Spring 1982 Semester. A second benefit to be derived from administering the questionnaire at the orientations was that completed questionnaires could be secured from every student in attendance. This eliminated the need to mail follow-up questionnaires and to contact non-respondents by telephone.

Because there was a decision to change the time of administering the questionnaire, it was necessary to change some elements of the questionnaire. The original questionnaire, Appendix A, included questions related to the operational aspects of the course. To respond to these questions would require completion of the course. Thus, these questions were eliminated from the questionnaire administered at the orientation sessions. The second questionnaire, Appendix B, contained half the number of questions as the original one; however, these questions directly related to those items necessary to complete the study.

The results of the questionnaire were tabulated and compared with profiles of the non-alternative delivery system students. The profiles were obtained from an Institutional Projected Analysis Trend, (IPAT). The IPAT report lists data for every student currently

enrolled at Vista College. The report was produced by the Data Processing Center of the Peralta Community College District. The results of a student survey taken in late Fall 1979 by the Office of Insructional Development and Services were compared with the results of the alternative delivery system questionnaire.[20] The two comparisons provided the basis for developing conclusions as to whether the alternative delivery system students are the non-traditional students who have not been previously served by higher education.

---

[20]Richard A. Ricca, "Vista Community College: Evolution of a Model for Change" (unpublished M.A. thesis, University of San Francisco 1980), p. 140.

RESULTS

A questionnaire was administered to one hundred eighty-two students who were attending orientation sessions for alternative delivery system courses. The age, sex, ethnic origin and educational background for the students was obtained from their registration forms. Twenty-eight of the questionnaires filled out by the students were not included in study as they did not include names or the student did not complete the college registration process. The results of the study are based on 154 or 85 percent of the completed questionnaires.

The alternative delivery system courses maintain an open enrollment for the first six weeks of the semester. On October 15, 1981, the total enrollment in the alternative delivery system courses was 729. The 154 students in the study represent twenty-one percent (21%) of the enrolled students.

The data from the questionnaire and registration forms are presented in a series of tables. In each table where appropriate comparisons are made with institutional data from the IPAT report and a student survey completed in the Fall of 1979 by the Office of Instructional Development and Services.

The demographic data obtained from the registration form of 154 students is presented in Table 1 and compared with the IPAT report and Fall 1979 Student Survey data. The average age of the student enrolled in alternative delivery system courses is almost eight years less than the overall college average and three years less than that of students from the 1979 survey. This would indicate that non-traditional instructional approach using television, newspaper, cassette

TABLE 1

DEMOGRAPHIC DATA OF STUDENTS

	Average Age	Sex		Ethnic Group					Decline to State	Prior Educational Background				
		Male	Female	Asian	Black	Caucasian	Hispanic	Other		Less Than H.S.	H.S. Grad	Under Gr/1	B.A. Degree	Post B.A.
Registration Form Data of Media College Students	36.2	49 (31.4%)	107 (68.6%)	8 (5.1%)	33 (21.1%)	81 (51.9%)	5 (3.2%)	6 (3.8%)	23 (14.7%)	5 (3.2%)	44 (28.7%)	53 (34.6%)	19 (12.4%)	32 (20.9%)
IPAT Data (Entire College)*	44	3087 (30.4%)	7176 (69.6%)	501 (4%)	1412 (13%)	4213 (38%)	431 (4%)	329 (4%)	4193 (38%)	(0.1%)	(23.7%)	(48.4%)	(27.8%)	
Vista College Fall 1979 Student Survey**	39.3	32.6%	67.4%	2.7%	14.9%	75.4%	1.0%	5.2%		3.2%	6.9%	30.2%	30.2%	29.7%

*Not broken down into B.A. degree and Post B.A.

**Sex, Ethnic Group and Prior Educational Background available only in percentages for Fall 1979 Student Survey and Prior Educational Background IPAT Data.

and independent study is not a way that older adults prefer to learn. Younger adults may be more accustomed to learning by the various alternative means. The ratio of males to females enrolled in the media courses is essentially the same as the overall college enrollment and the survey of 1979. This ratio of approximately two females to one male has been the same for the past eight semesters at Vista College. This persistence of a two to one ratio female to male students may be contributed to the unique non-traditional curriculum and locations of programs. The ethnic breakdown of the students in this study appears to be quite different from that reported in the IPAT and the 1979 survey. Past IPAT reports have shown that the ethnic breakdown of the enrolled students is approximately 51 to 55 percent Caucasian. The IPAT used for comparison is the most current one and reflects a growing situation where individuals decline to state their ethnicity. A random check of registration forms indicate that older adults ignore this item on their registration forms. The percentage of asian and black students taking alternative delivery system courses is greater than is normally found in the college overall and greater than those responding to the 1979 survey. The percentage of individuals of hispanic background is not representative of their numbers in the college population. This may possibly result from a language barrier. Enrollment of hispanics in Vista courses has increased greatly over the past year as the number of bilingual programs has increased. Their lack of a command of English and a lack of Spanish alternative delivery system courses may account for the lower percentage of enrolled students.

The Prior Educational Background of the media course students is

similar to those surveyed in 1979 with the exception of percentage of those students who are high school graduates and are not pursuing an undergraduate curriculum. The percentage was four times greater in the media course survey than in the 1979 survey. The percentage of students in both groups that were pursuing an undergraduate curriculum was similar, 34.6 percent for this study and 30.2 percent for the 1979 study. Those students with a bachelor's degree and post-bachelor's work differed with the 1979 survey reporting 30.2 percent having a bachelor's degree to 12.4 percent in the media survey. Sixty-three and three-tenths percent of the students enrolled in the alternative delivery system courses are undergraduate students.

Table 2 shows that both the Media College questionnaire and the Student Survey of 1979 reveal a high percentage of the students are employed, 64 and 72 percent respectively. Sixty-eight percent of the media college students who are working are working more than half-time, that is, more than twenty hours per week. This compares with the 1979 Student Survey that showed 61 percent of the employed students working twenty or more hours per week.

The occupations listed by students on the questionnaire and the 1979 survey show a great deal of similarity. Clerical occupations represent 15.6 percent of the media questionnaire and 14.9 percentage for the 1979 survey. There was a greater percentage of business executives, tradesman/journeyman and others in the 1979 survey than in the media college survey.

TABLE 2

OCCUPATIONAL CATEGORIES

	Employed Percentage Yes %	Employed Percentage No %	Bus. Exec. %	Fine Arts %	Clerical %	Prof. %	Sales Customer Service %	Trade %	Military %	Home Maker %	Self-Emp. %	Other Includes Retirees %
Media College Questionnaire	64	36	1.9	2.5	15.6	23.8	1.9	5	0.6	11.8	5.6	29.9
Fall 1979 Student Survey	72	28	5.2	*	14.9	16.5	1.5	12.4	*	*	5.2	44.3

*Not included as categories in the Fall 1979 survey.

Table 3 itemizes the reasons for taking a media course. The results of the media questionnaire are compared to the results of a question asked in the student survey of 1979. The 1979 survey asked the question "What are your educational objectives....?" This comparison shows that there is a great deal of similarity between the responses. Media College responses showed that 27 percent were taking media courses to earn college credit. This compared with 25 percent in the 1979 Student Survey. The biggest difference is observed in the General Interest category where 39 percent of the Media College students surveyed as compared to 50 percent of the students in the 1979 survey. Twenty-four percent of the students who enrolled in Media College courses indicated that they did so for professional or occupational improvement. This was seven percent higher than was indicated by students in the 1979 survey.

Table 4 compares the occupations of the 152 students surveyed with their reasons for taking media courses. The data is presented in percentages of the number of respondents indicating the reason for taking a media course. The last line indicates the percentage of each category of reason. As can be seen the greatest percentage of students take media courses for general interest. All of the occupational categories except the military indicate general interest as a reason. The professional and clerical categories account for 25 and 20 percent respectively of those indicating general intrest as a reason for taking the course. Thirty-one percent of the individuals indicating that they had a professional occupation enrolled for professional improvement or advancement. Those individuals responding to this category represented 24.5 percent of the respondents. This compares with 17 percent reported in the 1979 student survey.

TABLE 3
Reason for Taking a Media Course

	Earn High School Credit %	Earn College Credit %	Professional or Occupational Improvement %	General Interest %	Other %
Media College Questionnaire	1.6	27.2	24.5	39.1	7.6
Vista College Student Survey Fall 1979*	0	25.4	17.0	50.8	6.8

*Data reports why student enrolled in courses at Vista College

TABLE 4

REASON FOR ENROLLING IN MEDIA COURSE
BY OCCUPATIONAL GROUP

	Number Responding		Earn High School Credit	Earn College Credit	Professional or Occupational Improvement or Advancement	General Interest	Other
	Number	%					
Homemaker	18	12		18	11	12	7
Business Executive	3	2		2	2	1	
Fine Arts	4	3		2		4	7
Military	1	1		2	2		
Clerical	25	16		16	13	20	14
Professional	36	24		12	31	25	36
Sales/Customer Service	3	2		2	2	3	
Tradesman/Journeyman/ Technician	8	5	33	6	4	5	
Self-employed	8	5		10	6	5	7
Other	35	23	33	30	24	15	21
Retired	11	7	33		4	9	7
Percentage Response on Media College Questionnaire			1.6%	27.2%	24.5%	39.1%	7.6%

More of the students enrolled in Media College courses, 27.2 percent, are taking them to earn college credit than in the Student Survey of 1979, 25.4 percent. The Homemaker category represented the greatest single group, 18 percent, taking Media College courses for college credit. This contrasts to the Busines Executive, Fine Arts, Military and Sales categories where two percent are interested in college credit.

Table 5 shows the way in which students learned about Media College courses. The Vista College schedule, which is mailed to residences in the Peralta Community College District, accounts for 62.5 percent of the responses. The Media College brochure, which is mailed to previous Media College students, was cited by 15.6 percent of the students as the way they learned about the course. Together, 78.1 percent of the students learned about Media College courses from material mailed to them.

Table 6 shows the relationship of the students' occupation with the how they learned about the Media College course. In all occupational categories except Fine Arts and the Military the Vista College Schedule was the main source of information on media courses. The second most effective means of learning about Media College courses is the Media College Brochure. The least effective means of learning about media courses are ads or articles in newspapers, announcements on radio and television and in classes.

TABLE 5

HOW STUDENTS LEARNED OF MEDIA COURSE

	%
Vista College Schedule	62.5
Announcement in Class	2.5
Announcement on TV or Radio	3.8
Ad or Article in a Newspaper	3.8
Media College Brochure	15.6
Word of Mouth	7.5
Other	4.4

TABLE 6

RELATIONSHIP OF OCCUPATION TO HOW THE STUDENT LEARNED OF THE MEDIA COURSE

	Vista College Schedule	Announcement		Ad or Article in Newspaper	Media College Brochure	Word of Mouth	Other
		in Class	on Radio or TV				
Homemaker	15	1	1	1		2	
Business Executive	3				1		
Fine Arts	1				2		
Military				1			
Clerical	19		2		2	1	2
Professional	25		1	1	10	3	2
Sales/Customer Service	3						1
Tradesman/Journeyman/ Technician	3	1	1		2	1	
Self-employed	4					2	
Other	22	3		3	5	4	2
Retired	5		1	1	4	1	

Actual number of student responses.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The rapid growth of Vista College during the past four years has resulted in the expansion of an instructional alternative delivery system program from 11 to 25 classes offered in the Fall of 1981. The alternative delivery system program has been developed to serve adults who are not able to attend regular classes. One category of student that the program was intended to serve was the working adult. This segment of the population was underrepresented in the students enrolled at the college. To give the alternative delivery system courses a special identity and to provide easy identification the name Media College was coined.

The survey questionnaire was administered to two groups of students who were attending orientation sessions that are held specifically for alternative delivery courses. The survey had been pretested during the 1981 summer session. The results of the pretest indicated that the questionnaire would provide the information needed for the study.

The data from the registration forms of the Media College students indicated that on the average they are younger (36.2 years) than the average Vista College student (44 years). While they are representative of the ratio of males to females in the college student population, they are not representative of educational background of the students. The age and educational background difference indicate that the alternative delivery system courses appeal to a younger student who has graduated from high school and taken some college courses. The younger student may be more at ease in learning by

television, audio cassettes and other media means than the average aged student.

The professional occupational category represents the largest group enrolled in alternative delivery system courses yet only 31 percent are taking the courses for professional improvement or advancement. This is higher than the overall response to the same category on the questionnaire. Forty-eight percent of the respondents were employed and 60 percent were working 40 or more hours per week. The alternative delivery system courses are taken more for general interest, 39.1 percent, than any other reason. Twenty-five percent of the individuals who indicated that they were professionals indicated that they took the course for general interest.

The analysis of how the student learned about the alternative delivery system courses showed that 62.5 percent learned about the courses from the Vista College class schedule. This schedule was mailed to each residence of the Perlata Community College District. A special brochure was produced and mailed to students who were previously enrolled in Media College courses. The brochure was also mailed to local cable television subscribers. The schedule and the brochure accounted for 78.1 percent of how the students learned about the courses. These two activities are the most successful in recruiting the students for the courses. Table 6 shows the actual responses to the question of how the student learned about the course. It can be seen that the student-worker groups obtains its information from the class schedule and Media College brochure.

The percentage of females taking alternative delivery system courses is essentially the same as their percentage in the college as a whole, 68.6 percent to 69.6 percent respectively. This indicates that the Media College recruitment efforts with respect to females are achieving results that are comparable to the college. However, with the increase in the number of households where the wife is working or considering re-entery into the work force there may be an opportunity to recruit more females into alternative delivery system courses.

The enrollment of older adults in alternative delivery system courses is not representative of the college. The IPAT for Fall 1981 showed 30.5 percent were 55 years of age or older as compared with the questionnaire which showed 13.6 percent over 55 years of age. This would indicate that there is a possibility that more older adults could be recruited into the alternative delivery system courses. Fifty-two percent of this group are taking the courses for general interest while 17.4 percent are taking them for professional advancement.

At the time the Media questionnaire and registration data was obtained the number and extent of handicapped students enrolled in alternative delivery system courses and Vista College was unknown. During the academic year 1980-1981 Vista College enrolled more than 1200 handicapped students. The number enrolled in alternative delivery system courses was small by comparision. There exists an opportunity to expand recruitment efforts for those individuals who can profit from the courses.

It is recommended that the Media College staff implement an expanded recruitment program to attract more worker-students, older adults and women. This effort should involve the following:

1. An expanded distribution of the Media College brochure. This would include distribution to libraries, senior centers, senior residences, community centers and agencies working with seniors, re-entry women, and handicapped.
2. Development of brochures which focus on specific alternative delivery system courses and are targeted for specific audiences.
3. Development of public service announcements for radio and television that are both broad and general and course specific. The announcements should be available for commercial broadcast and for cablecast on the Peralta District's channel.
4. Development of a public information program with the local newspapers. This program will include feature stories on the courses and instructors. Included in this public information program would be stories or features in association and trade publications.

5. Develop an ongoing needs assessment program. This program would enable the Media College staff to plan on an instructional program that would be meeting the needs specifically indicated by the potential students.
6. Develop an ongoing assessment of the scheduling of TV and radio courses. This assessment would provide information on the best viewing and listening times for courses.

The alternative delivery system program at Vista College has the potential to enable the college to achieve one of its unique missions, that is to meet some of the educational needs of heretofore underserved and underrepresented populations in higher education. By actively and aggressively marketing the alternative delivery system course the college will be providing lifelong education to adults in the Peralta Community College District as mandated for community colleges in the state of California by the Legislature.

BIBLIOGRAPHY

Babbie, Early R. Survey Research Methods. Belmont, CA.: Wadsworth, 1973

California Assembly, Assembly Bill 1626, Education Code, Part 50, Chapter 4.5 Article 1, Section 84600, June 1981.

Cross, K. Patricia. "Two Scenarios for Higher Education's Future," Bulletin of the American Association for Higher Education, 33: September 1980.

Hodgkinson, H. L. "What Community Colleges and Businesses Can Gain from Each Other." Address at League for Innovation in the Community College Conference. Phoenix, Arizona, June 1980.

Holleman, J. J. and B. Yerger. Application for Accreditation and Self Study Report Vista College Berkeley, CA., April 1981.

Knoell, Dorothy M. "Changing Enrollment Patterns - Changing Functions," The College Board Review, Spring 1976.

Kressel, Marilyn. Adult Learning and Public Broadcasting. Washington, D.C.: American Association of Community and Junior Colleges, 1980.

Luxon, N. N. American Educational TV Network: Market Analysis. Irvine, CA, 1980 (mimeographed).

Maxwell, John J. "Who Will Provide Continuing Education for Professionals?" Bulletin of the American Association for Higher Education, 33: December 1980.

Mondale, Walter F. "The Next Step: Lifelong Learning," Change, October 1977.

Morris, Albert J. "An Overview of the Extended University," The Journal, October 1975.

Petersen, A. L. and E. H. Berg. Report to the Legislature on the Educational and Fiscal Effects of Independent Study. Sacramento, CA: Board of Governors California Community Colleges, June 1981.

Pratt, Chet. Continuing Education Mergers: The Result of a Community College Reorganization Survey, Management Report of the Association of Community College Administrators, No. 3. Cupertino, CA.: DeAnza College, 1980.

Ricca, Richard A. "Vista Community College: Evolution of a Model for Change," Unpublished M.A. thesis, University of San Francisco 1980.

Walsh, P. A. "Directions for the Future," in New Directions for Community Colleges, Serving New Populations. San Francisco, CA.: Jossey-Bass, Inc., 1979, No. 27.

APPENDIX A

VISTA COLLEGE
MEDIA COLLEGE QUESTIONNAIRE
(Original Survey)

Dear Student:

We are most interested in your evaluation of your television course. We ask you to take a few moments to answer the following. Please circle the letter of the appropriate answer under each question. Your answers will assist the Media College staff in the improvement of the program and student services. Many thanks.

1. Have you taken a media course before?

   a. Yes ____ b. No ____

   If yes, please specify course, college and date taken.

   _____

2. How did you first learn about the course?

   a. Vista class schedule
   b. announcement in a class
   c. announcement on TV or radio
   d. ad or article in a newspaper
   e. Media College publicity brochure
   f. word of mouth
   g. Other _____

3. What is the highest grade you have completed before enrolling at Vista?

   a. Below 12th grade
   b. High school graduate
   c. Currently enrolled in undergraduate curriculum
   d. Bachelor's degree
   e. Beyond bachelor's degree

4. Are you currently employed?

   a. Yes b. No

5. What is your occupation?

   a. business executive
   b. fine arts
   c. homemaker
   c. military
   e. clerical
   f. professional
   g. retired
   h. sales/customer service
   i. self-employed
   j. tradesman/journeyman/technician
   k. other, please specify _____

6. How many hours per week do you work?

   a. 0 - 10 hours per week
   b. 11 - 20 hours per week
   c. 21 - 30 hours per week
   d. 31 - 40 hours per week
   e. More than 40 hours per week

7. To what extent have you contacted your media course instructor?

a. Often
b. Occasionally
c. Seldom
c. Never

8. Has it been easy to contact your instructor?
a. Very easy
b. Fairly easy
c. Difficult
d. Impossible
e. Never tried

9. To what extent has the instructor for your media course contacted you by letter and phone?

a. Often
b. Occasionally
c. Seldom
d. Never

10. Did you attend any of the seminars, lectures, field trips or review sessions offered in your media course?

a. Yes
b. No

11. If no to #10 above, why not?

a. Inconvenient times
b. Transportation problems
c. Did not know about them
d. Not helpful
e. Not interested
f. Disabled
g. Child care problems
h. Expense
i. Other _____

12. Would you enroll in a media course again?

a. Yes
b. No

13. Why did you select the media course you took?

a. To earn high school credit
b. To earn college credit
c. Professional or occupational improvement or advancement
d. General interest
e. Other: Specify _____

15. Has this course made you interested in registering for other courses?

a. On-campus courses
b. Another Media course
c. Both a and b
d. No

16. Which day(s) of the week do you prefer to watch television courses?

a. Monday
b. Tuesday
c. Wednesday
d. Thursday
e. Friday
f. Saturday
g. Sunday
h. No preference

17. What time(s) of the day are best?

a. 6 a.m. - 8 a.m.
b. 8 a.m. - 11 a.m.
c. 11 a.m. - 1 p.m.
d. 1 p.m. - 4 p.m.
e. 4 p.m. - 7 p.m.
f. 7 p.m. - 11 p.m.
g. 11 p.m. - 1 a.m.
h. 1 a.m. - 8 a.m.

18. What TV channel did you most often watch while taking this course?

a. KTZO Channel 20
b. KGO Channel 7
c. KQED Channel 9
d. KTEH Channel 54
e. _____

19. Please evaluate the following aspects of your course by checking the appropriate box.

	Excellent	Good	Adequate	Poor	Not Applicable
Course Content					
Course Information Provided by Instructor of Record					
Textbook					
Study Guide					
Content of Exams					
Scheduling of Exams					
Grading Procedures					
Quality of On-Campus Meetings					
Convenience of Registration					
How would you compare your media course with on-campus courses in which you have enrolled?					

20. Do you have any other comments you would like to share with us?

APPENDIX B
VISTA COLLEGE
MEDIA COLLEGE QUESTIONNAIRE
(REVISED SURVEY)

Dear Student:

We are most interested in obtaining information which can be used to characterize the students who enroll in media courses. We ask you to take a few moments to answer the following. Please circle the letter of the appropriate answer under each question. Your answers will assist the Media College staff in the improvement of the program and the student services provided. Many thanks.

1. Have you taken a media course before?

   a. Yes b. No

   If yes, please specify course, college and date taken.

   _____

2. How did you first learn about the course?

   a. Vista class schedule
   b. Announcement in a class
   c. Announcement on TV or radio
   d. Ad or article in a newspaper
   e. Media College publicity brochure
   f. Word of mouth
   g. Other _____

3. What is the highest grade you have completed before enrolling at Vista?

   a. Below 12th grade
   b. High school graduate
   c. Currently enrolled in undergraduate curriculum
   d. Bachelor's degree
   e. Beyond Bachelor's degree

4. Are you currently employed?

   a. Yes b. No

5. What is your occupation?

   a. Business executive
   b. Fine arts
   c. Homemaker
   d. Military
   e. Clerical
   f. Professional
   g. Retired
   h. Sales/Customer service
   i. Self-employed
   j. Tradesman/Journeyman/Technician
   k. Other, please specify _____

6. How many hours per week do you work?

   a. 0 - 10 hours per week
   b. 11 - 20 hours per week
   c. 21 - 30 hours per week
   d. 31 - 40 hours per week
   e. More than 40 hours per week

7. Why did you select the media course you took?

   a. To earn high school credit
   b. To earn college credit
   c. Professional or occupational improvement or advancement
   d. General interest
   e. Other: Specify_____

8. If your media course is by television which day(s) of the week do you prefer to watch the television course?

   a. Monday
   b. Tuesday
   c. Wednesday
   d. Thursday
   e. Friday
   f. Saturday
   g. Sunday
   h. No preference

9. What time(s) of the day are best?

   a. 6 a.m. - 8 a.m.
   b. 8 a.m. - 11 a.m.
   c. 11 a.m. - 1 p.m.
   d. 1 p.m. - 4 p.m.
   e. 4 p.m. - 7 p.m.
   f. 7 p.m. - 11 p.m.
   g. 11 p.m. - 1 a.m.
   h. 1 a.m. - 8 a.m.

10. What TV channel will you watch while taking this course?

   a. KTZO Channel 20
   b. KGO Channel 7
   c. KQED Channel 9
   d. KTEH Channel 54
   e. _____

Please complete.

Name_____

Social Security Number_____

AUG 13 1982

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024